DOCUMENT RESUME

ED 296 358 CS 211 365

TITLE	English I. Language Arts Curriculum Guide.
INSTITUTION	Tennessee State Dept. of Education, Nashville.
PUB DATE	87
NOTE	176p.; For related document, see CS 211 363; for other documents in this series, see CS 211 366-368.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Course Content; *Course Objectives; Decoding (Reading); *English Curriculum; Grade 9; Grammar; Junior High Schools; Language Arts; *Learning Activities; Listening Skills; Literature; Public Schools; Reading Comprehension; Reading Instruction; Research Skills; Skill Development; Speech Communication; Spelling Instruction; State Curriculum Guides; Study Skills; Writing Instruction; Writing Skills
IDENTIFIERS	*Curriculum Emphases; Tennessee; Thinking Skills

ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this standard English curriculum guide contains the goals, concepts, and terminal objectives for ninth grade English courses. Following an introduction, a description of the framework categories, curriculum guide categories, and English "strands" (divisions of skill areas), and a note on guide usage, the guide is divided into the following strands: (1) comprehension; (2) word identification; (3) reference and study; (4) literature; (5) handwriting; (6) grammar/mechanics; (7) spelling; (8) composition; (9) thinking and organization; (10) listening and viewing; and (11) oral communication. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. A form for suggested additions or revisions of the curriculum guide is also included. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED296358

LANGUAGE ARTS
CURRICULUM GUIDE

ENGLISH I

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS211365

STATE OF TENNESSEE
BOARD OF EDUCATION

Board of Education

1987

Department of Education - 1987. Pub. Auth. No. 331269. 1,700 copies. This document was promulgated at a cost of $ 2.70 per copy.

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum guide is designed to provide a scope and sequence for the teaching of language arts. Its use will enable students to understand and use effective oral and written communication; to think logically, critically and creatively; and to apply these skills in other content areas and in everyday life. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The 9-12 language arts curriculum is divided into areas and strands. The curriculum guide includes the goals, concepts, and terminal objectives of the state approved framework. Terminal objectives can be identified by five or six characters. The first number is the grade level, the first letter is the discipline, the next number is the area, the next letter is the strand, and the final number is the terminal objective number.

Example - the terminal objective number 10E1A2 is translated as follows:

10 = Grade - 10 (Speech and Journalism will use "S" - Secondary)
E = Discipline - English
1 = Area - Reading
A = Strand - Comprehension
2 = Terminal Objective - 2

Each page of the guide contains suggested instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the goals of Education in Tennessee as set forth by the State Board of Education in Rules, Regulations, and Minimum Standards, (2) the goals of the subject area which state the broad purposes of the subject, grades K-12, and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K-12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources. They begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning -- cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRICULUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework and the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers should substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be listed here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching.

Test Correlations: The symbol "@" indicates an objective or activity which relates directly either to the Stanford Achievement Test or to the Tennessee Proficiency Test.

Academic Competencies: Outcomes which appear in Academic Preparation for College and Academic Preparation in English, publications of The College Board, are listed with appropriate instructional objectives.

DESCRIPTION OF STRANDS

The term strand refers to divisions of the skill areas that the student will study.

1. ENGLISH LANGUAGE ARTS--READING

   A. COMPREHENSION: skills which enable the student to understand written and oral language.

   B. WORD IDENTIFICATION: skills which enable the student to decode the written word.

   C. REFERENCE AND STUDY SKILLS: skills which enable the student to become an independent learner.

   D. LITERATURE: skills which enable the student to appreciate literature for personal growth and enjoyment.

2. ENGLISH LANGUAGE ARTS--WRITING

   E. HANDWRITING: skills which enable the student to communicate legibly.

   F. GRAMMAR/MECHANICS: skills which enable the student to use standard English for effective communication.

   G. SPELLING: skills which enable the student to spell correctly for literate communication.

   H. COMPOSITION: skills which enable to student to organize and communicate thoughts in written form.

3. ENGLISH LANGUAGE ARTS--THINKING AND EXPRESSION

   I. THINKING AND ORGANIZATIONAL SKILLS: skills which enable the student to organize, develop, and utilize critical and creative thinking for problem solving and self-expression.

   J. LISTENING AND VIEWING: skills which enable the student to develop auditory and visual perception.

   K. ORAL COMMUNICATION SKILLS: skills which enable the student to organize and communicate thoughts orally.

USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide adequate learning experiences tailored to meet the needs of every student.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. Teachers must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teacher Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including desk--but not limited to--textbooks, to plan lessons which give students maximum opportunities in utilizing all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning is maximized.

ACKNOWLEDGEMENTS

The Department of Education wishes to thank the following people for their time and expertise in the development, review, and revision of this guide:

CURRICULUM TASK FORCE-

Judy Bivens, Gallatin High School
Betty Burgess, Maplewood High School, Nashville
Pat Climer, Wilson County Schools
Nancy Dill, Belleview Middle School, Nashville
Eva Jane Johnston, Gallatin High School
Laura McCammon, Heritage High School, Maryville
Julia Nichol, Craigmont High School, Memphis
Cynthia Poole, Gallatin High School
Jill Ross, Lebanon High School
Susan Scott, Haywood High School
Jo Ann Smith, Brainerd High School, Chattanooga
Carol Yoakley, Oak Ridge High School

REVIEWERS AND CONTRIBUTORS-

Gene Beatey, Supervisor of Language Arts, Chattanooga City Schools
Edna Minaya, Supervisor of Language Arts, Davidson County Schools
Dr. Kay Clark, Motlow State Community College
Dr. John Bradley, Cleveland State Community College
Members of the Smoky Mountain Writing Project, 1985
Members of the Middle Tennessee Writing Project, 1985

Teachers from the following systems and schools have participated in workshop or field test review of this guide. Their suggestions and concerns have been invaluable.

Alcoa
Athens
Covington
Cumberland County
Davidson County
Elizabethton
Fayette County
Franklin County
Greeneville
Hamilton County
Johnson City
Johnson County
Lauderdale County
Lexington
Marshall County
Maryville
Maury County
Memphis
Oak Ridge
Overton County
Perry County
Pickett County
Putnam County
Rhea County
Roane County
Smith County
Tullahoma
White County
Wilson County

Judith Morgan, Language Arts Consultant
Tennessee Department of Education

9TH GRADE TABLE OF CONTENTS

STRAND: Comprehension		PAGE
9E1A1.00	To understand reading with expression and fluency	
1.01	read aloud from a variety of sources	1
9E1A2.00	To understand methods of vocabulary development	
2.01	use context clues to determine word meaning	2
2.02	use the dictionary to determine word meaning	3
2.03	identify synonyms and antonyms of words	4
9E1A3.00	To understand written directions	
3.01	follow written directions	5
9E1A4.00	To understand basic comprehension skills	
4.01	demonstrate comprehension of the literal meaning of literary passages	6
4.02	identify relationships in literary passages	7
9E1A5.00	To understand the elements of evaluation	
5.01	apply critical thinking skills to literature	8
STRAND: Word Identification		
9E1B1.00	To understand the derivation of base words	
1.01	use base words to determine word meaning	9
9E1B2.00	To understand structural analysis	
2.01	use structural analysis to identify word meaning	10

STRAND: Reference and Study

9E1C1.00 To understand location of reference materials
1.01 locate various reference materials 11

9E1C2.00 To understand how to use different sources of information
2.01 use reference works 12
2.02 use functional sources of information 13
2.03 develop study techniques 14
2.04 develop test preparation skills 15
2.05 develop test taking skills 17

STRAND: Literature

9E1D1.00 To understand the elements of literature
1.01 identify elements of literature 18
1.02 recognize the elements of plot 19
1.03 recognize setting 20
1.04 identify elements of characterization 21
1.05 recognize character types 22
1.06 identify conflict 23
1.07 recognize point of view 24
1.08 identify theme 25

9E1D2.00 To understand figures of speech and sound devices in prose and poetry
2.01 identify the use of rhyme, rhyme schemes, and rhythm 26
2.02 recognize figures of speech and sound devices in writing 27

9E1D3.00 To understand the purposes of literature (Addressed in Terminal Objective 9E1D1)

9E1D4.00 To understand factors which influence the reader's reaction to literature
4.01 recognize factors which influence understanding of literature 28

9E1D5.00 To understand the literary genres
5.01 recognize different literary genres 29
5.02 analyze different types of poetry 30

9E1D6.00 To understand the audience's impact on literary development
6.01 recognize that literature responds to the needs of the audience 31
6.02 read for practice and pleasure 32

9E1D7.00 To understand the importance of making inferences and drawing conclusions from a literary work (Addressed in Terminal Objective 9E1A5)

STRAND: Handwriting

9E2E1.00 To understand the standards of legibility
1.01 recognize the importance of legibility 33

STRAND: Grammar/Mechanics

9E2F1.00 To understand the parts of speech
1.01 recognize the part of speech of a designated word in a sentence 34
1.02 form plurals of nouns 35
1.03 identify correct forms of adjectives and adverbs 36

9E2F2.00 To understand the elements of sentence structure
2.01 identify sentence parts 37
2.02 recognize the boundaries of a complete sentence 38

9E2F3.00 To understand the elements of style
3.01 use correct capitalization 39
3.02 use correct punctuation 40

9E2F4.00 To understand standard usage
4.01 recognize the levels of language usage 41
4.02 demonstrate standard usage 42

STRAND: Spelling

9E2G1.00 To understand the strategies that improve spelling
1.01 know and apply rules for correct spelling 45
1.02 spell words from selected lists 46
1.03 alphabetize words correctly 47
1.04 spell contractions correctly 47

9E2G2.00 To understand the importance of correct spelling
2.01 recognize the importance of correct spelling in various settings 48

STRAND: Composition

9E2H1.00 To understand sentence patterns
1.01 write clear, concise sentences using a variety of constructions 49

9E2H2.00 To understand writing paragraphs
2.01 develop a topic 50
2.02 write topic sentences 51
2.03 arrange sentences to form logical paragraphs 52
2.04 write effective conclusions 52
2.05 use a central idea and unifying elements 53

9E2H3.00 To understand the elements of form and style
3.01 write paragraphs using forms of discourse 54

9E2H4.00 To understand creative expression
4.01 follow the steps in the writing process 55
4.02 write to develop fluency 56
4.03 write for a specific audience 57
4.04 write for a specific purpose 57
4.05 develop personal style through creative writing 58

9E2H5.00 To understand functional writing for personal purposes
5.01 demonstrate the ability to write social and business letters 59
5.02 demonstrate the ability to complete forms and applications 60

9E2H6.00 To understand revision and proofreading
6.01 give and receive constructive criticism 61
6.02 proofread to avoid errors in mechanics and spelling 62
6.03 revise for improvement in written expression 62

STRAND: Thinking and Organization

9E3I1.00 To understand basic thinking skills
1.01 recognize relationships 63
1.02 recognize denotations and connotations of words 64
1.03 identify fallacies in reasoning 65

9E3I2.00 To understand synthesis of information
(Addressed in Terminal Objectives 9E2H3 and 9E2H4)

9E3I3.00 To understand methods of inquiry
3.01 ask questions to obtain information 66

STRAND: Listening and Viewing

9E3J1.00 To understand the characteristics of effective listening/viewing
1.01 develop characteristics of effective listening/viewing 67

9E3J2.00 To understand the role of listening/viewing in deriving information
2.01 follow spoken directions 68
2.02 use memory devices 69
2.03 recall explicitly stated meaning and detail from dictated materials 70

9E3J3.00 To understand the role of listening/viewing in processing information
3.01 draw conclusions and make inferences based on oral material 71

9E3J4.00 To understand the role of listening/viewing in expanding vocabulary and appreciating literature
4.01 recognize the effect of rhythmic patterns in oral material 72
4.02 derive word meaning from oral and visual context 73

STRAND: Oral Communication

9E3K1.00 To understand the elements of oral communication
1.01 identify elements of effective oral communication 74
1.02 use note cards as delivery aids 75

9E3K2.00 To understand the dynamics of personal interaction
2.01 experience various forms of interaction 76

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 9E1A1.00 To understand reading with expression and fluency

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 read aloud from a variety of sources.	Passages appropriate for oral reading include prose passages, poetry, dialogues and monologues, dramatic roles, etc. The expression of emotion and/or mood affects the listener's understanding of the passage. Punctuation signals should be used like traffic signs, telling the reader when to pause, to increase or decrease speed, and to change inflection.	observing, imitating	A. Have students listen to professionally read passages and then attempt to read the passage in a similar way. Lead a discussion on the factors which give the recorded voice its professional qualities.		
		evaluating	B. Have students respond to a professional reading. Do they agree with the interpretation? How could or would they change it?		
		applying	C. Have students select different passages in a story to be read aloud.		
		applying	D. Have students read their own or other students' papers aloud as part of the writing process. This reading may take place in pairs, small groups, or before the class.		

ACADEMIC COMPETENCIES:

-to recognize different purposes and methods of writing
-to identify a writer's point of view and tone
-to interpret a writer's meaning
-to read a literary text analytically
-to read with understanding a wide range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 9E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.01 use context clues to determine word meaning.	Context clues include a stated definition or explanation; the prior knowledge of the reader; information which helps the reader reach a conclusion which identifies the word; a familiar word or phrase (synonym); an example; a known comparison or contrast which helps the reader with the unknown word; common expressions or familiar language; the unknown word in a series of familiar words; and inference from given information.	applying	A. Provide students with words used in various contexts and have them determine meaning.		
		applying	B. In literary passages being studied, identify words which students must define by use of context.		
		analyzing	C. Provide examples of a single word used in various contexts to illustrate the effect of context on meaning. Have students provide examples.		
		applying	@D. Have students choose the correct dictionary entry to fit a word used in context.		

ACADEMIC COMPETENCIES:

-to define unfamiliar words by using context clues
-to understand that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 9E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.02 use the dictionary to determine word meaning.	The dictionary contains not only word meaning, but also pronunciation, origin, synonyms and other information. Students often have difficulty separating the information and choosing the correct definition. Context clues will help them decide. The use of guide words should be emphasized.	applying	A. Have students, prior to reading, use dictionaries to determine the meaning of essential vocabulary from literary selections.		
		applying	B. Provide students with multiple choice or matching exercises using words and synonyms. Have students use dictionaries.		
		analyzing	C. Have students write the correct form of a word to fit prewritten sentences.		
			D. See Instructional Objective 9E1C2.01, activity A.		

ACADEMIC COMPETENCIES:

-to define unfamiliar words by using the dictionary
-to understand that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 9E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.03 identify synonyms and antonyms of words.	Synonyms are words with similar meanings. Antonyms are words with opposite meanings.	demonstrating knowledge	@A. Give students a word and four possible answers, and have them select the correct synonym.		
		demonstrating knowledge	@B. Give students a word and four possible answers, and have them select the correct antonym.		

ACADEMIC COMPETENCY:

-to develop and use specialized vocabularies

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 9E1A3.00 To understand written directions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 follow written directions.	Following written directions involves the skill of literal reading (understanding information explicitly stated). This objective is applied throughout the school year, but occasional directed practice in following written directions may be needed according to student abilities.	comprehending, applying	A. Have students write a brief set of instructions for other students to follow. Have students exchange and follow each other's directions.		
		applying	B. Have students follow directions to complete various forms.		
		applying	C. Write instructions for drawing a simple geometric design and have students draw it. Example: written directions for drawing a triangle without using the word "triangle."		

ACADEMIC COMPETENCY:

-to understand and follow customary instructions

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 9E1A4.00 To understand basic comprehension skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @4.01 demonstrate comprehension of the literal meaning of literary passages.	Comprehension of literal meaning involves reading for details, recalling ideas in sequence, recognizing the main idea, and summarizing a passage.	evaluating	A. Have students, with books closed, list the main events of a short story in sequence, form small groups to compare lists, and reconstruct one list. Limit the number of events which can be listed so that students must decide which are the most important and defend their choices.		
		comprehending	B. Have students answer questions which call for explicit answers based on a reading passage.		
		analyzing	C. Have students read an untitled passage and choose a title for it. Compare results.		
		synthesizing	D. Have students summarize a brief passage in one sentence.		

ACADEMIC COMPETENCIES:

-to identify and comprehend main and subordinate ideas
-to summarize ideas in one's own words
-to interpret a writer's meaning

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 9E1A4.00 To understand basic comprehension skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @4.02 identify relationships in literary passages.	Key words contained in a written passage indicate the relationship of the ideas presented. Cause/effect is indicated by words such as "because," "therefore," or "for this reason." Time order is indicated by words like "then," "as soon as," and "later."	analyzing	A. After students listen to the reading of a literary passage, have them write sentences about the passage using such words as "because" or "for this reason."		
		analyzing	B. Have students list the words or phrases in a passage which indicate time sequence. Also have them look for words which indicate that events are happening at the same time.		
		analyzing	C. After students have read several passages, have them make a chart showing cause/effect based on the events of the selections.		
		analyzing	D. Have students create a time line of events in a passage.		

ACADEMIC COMPETENCIES:

-to interpret a writer's meaning
-to read a literary text analytically
-to see relationships between form and content

35

36

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 9E1A5.00 To understand the elements of evaluation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @5.01 apply critical thinking skills to literature.	Critical thinking skills include the ability to make generalizations, analyze information, make comparisons and contrasts, and make judgments.	evaluating	A. After reading Greek myths or other heroic literature, have students discuss well-known persons they consider to be heroes and list their heroic qualities.		
		evaluating	B. After activity A, have students establish their own personal standards for a hero.		
		synthesizing	C. Have students synthesize information about a topic from different sources to determine common attitudes and beliefs. Example: myths or legends from different countries.		
		analyzing	D. Have students compare and contrast passages on the same topic by different authors and/or in different genres.		

ACADEMIC COMPETENCIES:

-to interpret a writer's meaning
-to use inductive and deductive reasoning
-to draw reasonable conclusions
-to comprehend, develop, and use concepts and generalizations
-to read critically
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Word Identification

TERMINAL OBJECTIVE: 9E1B1.00 To understand the derivation of base words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 use base words to determine word meaning.	Lists of Latin and Greek roots appropriate to grade level are contained in most grammar/composition handbooks. Many words formed from these roots are base words to which affixes are added. Words may also be based on a person's name, as in "pasteurize" and "vulcanize."	analyzing comprehending applying	A. Have students analyze words containing Greek or Latin roots to determine meaning. B. Have students find as many words as possible which are based on a name. C. Have students create new words using root words or names.		

ACADEMIC COMPETENCIES:

-to define unfamiliar words by decoding
-to recognize that English is influenced by other languages, both ancient and modern

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Word Identification

TERMINAL OBJECTIVE: 9E1B2.00 To understand structural analysis

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 use structural analysis to identify word meaning.	Structural analysis uses base words, word roots, prefixes, and suffixes to determine word meaning. Lists of common prefixes and suffixes are found in standard texts, handbooks, and dictionaries. There should be a distinction between base words - which are whole words to which prefixes and/or suffixes are added - and word roots - which are word parts to which affixes are attached.	applying	A. Have students analyze words such as "disagreeable" or "incapacitated."		
		synthesizing	B. Have students create new words when given a base word.		
		synthesizing	C. Have students write sentences using new words.		
		applying	D. Identify new words in literary passages to be read, and have students use structural analysis to define them.		

ACADEMIC COMPETENCIES:

-to define unfamiliar words by decoding
-to understand that English is influenced by other languages, both ancient and modern

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 9E1C1.00 To understand location of reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 locate various reference materials.	The location and use of the card catalog and the arrangement of vertical file, periodicals, reference works, etc., should be included. Students should become familiar with both the Dewey Decimal System and the Library of Congress System for classifying books.	applying	A. Have students use the card catalog to create a bibliography on a topic. Provide students with a style sheet for the bibliography.		
		demonstrating knowledge	B. Have students fill in a blank map of the library.		
		demonstrating knowledge	C. Work with the school librarian to plan a library orientation if this is the first year the class will use that particular library. Have students complete appropriate worksheets.		
		analyzing	D. Have students compare and contrast the arrangement of the school library with that of the local public library.		

ACADEMIC COMPETENCY:

-to locate and use resources external to the classroom

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 9E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.01 use reference works.	Reference works include dictionaries, encyclopedias, almanacs, yearbooks, biographical reference works, books about authors, literary reference works, pamphlets, handbooks, catalogs, atlases, and magazines. Special emphasis shoud be given to the vertical file, which contains pamphlets, handbooks, catalogs, etc.; the READER'S GUIDE TO PERIODICAL LITERATURE; the dictionary; the encyclopedia; and the thesaurus.	applying	@A. Have students use guide words to locate words in a dictionary, then find meaning, syllabication, and origin.		
		applying	@B. Have students locate synonyms for words using both a dictionary and a thesaurus. Compare results.		
		analyzing	@C. Have students look up the same topic in two different encyclopedias and compare contents.		
		comprehending	D. Provide students with sample entries from the READER'S GUIDE TO PERIODICAL LITERATURE for discussion.		
ACADEMIC COMPETENCIES: -to gather information from primary and secondary sources -to use the features of books and other reference materials		applying	@E. Have students locate information on a topic using the READER'S GUIDE TO PERIODICAL LITERATURE and two other sources of information.		
		analyzing	@F. Have students interpret diacritical marks in dictionary entries.		
		applying	@G. Have students consult the appendix of a book to locate the text of a document mentioned in the book.		

45

46

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 9E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 use functional sources of information.	Functional sources of information include telephone books, transportation directories, mass media, occupational and career information, etc.	applying	A. Provide students opportunities to locate such things as a good restaurant, a travel agency, a hotel, etc., in a telephone book. Provide imaginary situations which call for students to seek help.		
		applying	@B. Have students use classified ads to locate information.		

ACADEMIC COMPETENCIES:

-to use the features of books and other reference materials
-to gather information from primary and secondary sources
-to locate and use resources external to the classroom

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 9E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 develop study techniques.	SQ3R (Survey, Question, Read, Recite, Review), taking notes on material according to different patterns of organization, and organizing information are important study habits. Outlining by using major headings, subheadings, and details of subheadings should be reviewed and reinforced.	applying	A. Have students apply SQ3R to a passage to obtain information on a research topic or to a passage from another subject area.		
		applying	B. Have students use note cards and take notes on material being researched.		
		applying	C. After discussing patterns of organization, have students take notes on materials organized in different ways.		
		synthesizing	D. Have students organize information from research into appropriate outline form.		

ACADEMIC COMPETENCIES:

-to vary one's reading speed and method
-to set study goals and priorities
-to organize, select, and relate ideas

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 9E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.04 develop test preparation skills.	Different kinds of tests require different study strategies. Organized study for an exam is much more helpful than any kind of general review. A strategy for test preparation includes the following: 1) Survey the study problem (Activity A). 2) Organize the information (Activity B).	analyzing	A. Have students choose a particular test for which they must study and plan what to study by asking the following questions: 1) What do I need to know for this exam? 2) What do I already know? 3) What don't I already know? 4) How much time do I have to study? Have students list what they need to study and set up a study schedule.		
	3) Work with and learn the information (Activity C). Having students simulate test preparation is valuable experience. The activities may also be applied in actual situations.	analyzing, synthesizing	B. Have students organize the information they need to study for a test by using the following methods: 1) Write important terms on one side of a 3x5 card and the definitions on the other side. 2) Write rules and facts on one side of a 3x5 card and the topic or a related question on the other side. 3) Diagram, map, chart, or graph information to show relationships. 4) Use a question outline or question map to organize study.		

(continued)

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 9E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.04 develop test preparation skills. (continued)		applying, analyzing, evaluating	C. Have students, alone or with partners, use the following steps to study for a test: 1) Repeat the same information and ideas in different words. 2) Relate less important ideas to more important ideas. 3) Relate new information to what is already known. 4) Criticize, evaluate, and discuss the material. 5) Present the material as though it is being presented to a younger or less knowledgeable student. 6) Use mental images or drawn pictures. 7) Use mnemonics (memory aiding devices) when possible.		

ACADEMIC COMPETENCIES:

-to set study goals and priorities
-to establish surroundings and habits conducive to learning
-to prepare for various types of examinations

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 9E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.05 develop test-taking skills.	Students at the ninth grade level take a number of standardized tests as well as teacher prepared tests and exams. Guidelines for taking standardized tests include the following: 1) Do not panic if you can't answer all the questions. Tests are designed that way. 2) Read all directions carefully. 3) Answer easy questions first, then go back to more difficult ones. 4) If the exam is graded so that there is a penalty for wrong answers, do not guess. 5) Read EVERY choice before selecting the right answer. 6) First impressions are often correct, so avoid changing answers unless you know the answer is wrong. 7) Be sure to erase marks or changed answers completely. 8) Be careful to fill in the score sheet correctly. 9) Watch the time and do not spend too much time on any one question.	applying analyzing analyzing	A. Provide students with sample multiple choice questions for practice. Include samples of word meaning, synonyms, antonyms, spelling, and word analogy. B. Provide students with reading samples and questions which test the ability to analyze, evaluate, interpret, and understand the material. Remind students to base answers only on what is stated or implied, not on personal feelings, opinions, or experiences. (A good way to prepare multiple choice reading tests is to use as distractors incorrect short answers given by students on previous quizzes or assignments.) C. Provide students with sentences to correct or complete by choosing one answer from several. ACADEMIC COMPETENCY: -to prepare for various types of examinations		

55

56

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 identify elements of literature.	Elements to be included at this level are plot, setting, character, conflict, point of view, and theme.	applying	A. Provide students with a list of the elements and their definitions and have them identify each in a work in which the elements are obvious.		
		analyzing	B. Have students evaluate how the omission of each of the elements would affect a work. They should think, jot down ideas, and discuss.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 recognize the elements of plot.	The elements of plot are introduction, rising action, climax, denouement (falling action), and resolution.	applying	A. Using a short story, point out each of the elements for the students. Have students point out the elements in another story.		
		applying	B. Have students watch a television program at home or a video tape in class and have them identify the elements of plot.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to see relationships between form and content
-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 recognize setting.	The setting includes the physical, social, and cultural environment of the work. In some works, local color and regionalism are elements of setting.	analyzing	A. Have students describe the setting of a particular story. Have them list words and phrases from the story which help the reader visualize the setting.		
		synthesizing	B. Have students, in small groups or individually, create a setting for a story.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.04 identify elements of characterization.	Elements of characterization include physical description, interaction, and motivation.	analyzing	A. Have students identify a character's traits by what he/she says about himself/herself, what the author says about him/her, and what other characters say.		
		evaluating	B. Have students in small groups list a character's actions and decide why the character acted in that way. Compare results.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.05 recognize character types.	Character types for this level include protagonist, antagonist, and stock (stereotype).	analyzing	A. Discuss with the class characters such as Superman, Robin Hood, Skeletor (He-Man's archrival), the Wicked Witch of the West, etc. Lead them to recognize the stereotyped qualities of the hero, the anti-hero, and the villain. Have the students identify other examples.		
		applying	B. Have students identify character types in works being studied.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to read with understanding a range of literature

65

66

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.06 identify conflict.	The author presents theme through conflict between persons, between the individual and self, between individuals and the supernatural, between individuals and nature, and between individuals and society.	applying	A. Have students identify conflict in television programs or movies.		
		applying	B. After a discussion of different kinds of conflict, have students identify the conflict in works being read.		
		comprehending	C. Have students discuss techniques, such as flashback, which authors use to present conflict.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.07 recognize point of view.	Point of view indicates the relationship of the narrator of the story to the story itself and includes first person narrator, third person, and third person omniscient. The third person (limited) point of view sees into the mind of only one character. The third person omniscient sees into the minds of all characters.	analyzing	A. Have students examine a first person narrative and decide whether the narrator is a major or minor character.		
		applying	B. Have students rewrite a brief passage, shifting point of view.		
		analyzing	C. Provide students with works which represent third person and third person omniscient point of view. Have students in small groups analyze the differences.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to read with understanding a range of literature
-to recognize different purposes and methods of writing

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.08 identify theme.	Theme comprises the major and underlying ideas of a work.	comprehending	A. Present the question "What lesson was the author trying to teach in this work?" in a class discussion of a particular work.		
		comprehending	B. Have students in small groups jot down phrases or sentences that describe what a work is about, then have the group construct one sentence which describes the theme.		
	ACADEMIC COMPETENCIES: -to read a literary text analytically -to read with understanding a range of literature -to recognize different purposes and methods of writing	comprehending	C. Have students write a brief paragraph explaining the title of a work and how it reflects the theme.		
		comprehending	D. Have students relate theme to their lives by imagining a party with "The '50's" as its theme. Discuss all the different things they would provide - costumes, music, etc. - to project the '50's. Discuss the fact that all the different elements add to the theme, and transfer this idea to theme and elements in a short story.		

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D2.00 To understand figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 identify the use of rhyme, rhyme schemes, and rhythm.	Rhyme refers to the use of words which sound alike. Rhyme scheme is the placement of these words. Rhythm is the flow of rising and falling sounds produced by the pattern of stressed and unstressed syllables.	imitating	A. To present rhyme and rhythm to students, read aloud such a selection as "Rock Island" from THE MUSIC MAN. Then divide the class into groups and have each group read one part. Have students discuss the relationship between the rhythm and the rhyme scheme of the piece.		
		comprehending	B. Have students label the rhyme scheme of a poem which lends itself to the activity by the "ABAB, CDCD" method.		
	ACADEMIC COMPETENCIES:	applying	C. Have students bring in a favorite song and identify rhyme and rhyme scheme in the song.		
	-to read a literary text analytically -to respond actively and imaginatively to literature				

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 recognize figures of speech and sound devices in writing.	Figures of speech include simile, metaphor, personification, and hyperbole. Sound devices include alliteration and onomatopoeia. Since many ninth grade students read selections from Greek mythology, the epithet is also appropriate for study at this level.	applying	A. Provide students with excerpts containing various figures of speech and/or sound devices. Have them identify and label the figurative language.		
		analyzing	B. Have students explain the effect each figure of speech in activity A has on understanding or appreciating the passage.		
		analyzing	C. Have students find examples of onomatopoeia in cartoons.		
		applying	D. After having students identify epithets in mythological selections or sports articles, have them create epithets for people they know (friends, relatives, public figures).		
		analyzing	E. In order to emphasize that alliteration achieves a literary purpose, have students discuss the EFFECT of alliteration in a poem such as "The Snake."		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to interpret a writer's meaning

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D4.00 To understand factors that influence the reader's reaction to literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize factors which influence understanding literature.	Factors include, but are not limited to, reader's vocabulary, frame of reference (experiences, age, socio-economic factors, etc.), and reading skills.	comprehending	A. Have students name works they did not understand and tell why.		
		comprehending	B. Provide students with several brief passages, one at their reading levels on a familiar topic, one at their reading levels but alien to their cultural references, and one above their reading levels. Have students discuss their reactions in small groups and compare results.		
		analyzing	C. Have students list the things they enjoy reading and the reasons. Compile a class list of reasons, and have students generalize about the factors which affect their enjoyment of a written work (e.g., maturity, value system, individual interests, etc.).		

ACADEMIC COMPETENCIES:

-to separate one's personal opinions and assumptions from a writer's
-to read with understanding a range of literature

77

78

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D5.00 To understand the literary genres

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 recognize different literary genres.	Genres of fiction to be included are folk literature, short story, myth, drama, novel, and poetry. Nonfictional genres include essay, biography, and autobiography. Relate this objective to Terminal Objectives 9E2H3 and 9E2H4.	demonstrating knowledge	A. Have students keep in their notebooks definitions and characteristics of the different genres. Have students categorize each selection they read according to literary genres.		
		analyzing	B. Have students read a group of works which have the same theme but represent different genres. Have them compare and contrast the characteristics of each selection.		

ACADEMIC COMPETENCY

-to read with understanding a range of literature

79

80

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D5.00 To understand the literary genres

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.02 analyze different types of poetry.	Types of poetry at this level include narrative (especially ballad and epic), lyric, haiku, and light verse (song, limerick, etc.). The elements of poetry include shape, language, speaker, theme, and mood. Other familiar types of poetry may also be included.	analyzing	A. Provide students with various poems, pointing out the type and the elements of the poem. Have students analyze similar poems and identify the type and elements.		
		analyzing	B. Have students compare and contrast a lyric poem to a narrative poem.		
		synthesizing, analyzing	C. Have students write about the same topic or incident using different poetic forms, and discuss the effectiveness of each form. If students are not able to write the poems, provide examples (e.g., limerick, ballad).		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to read with understanding a range of literature
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D6.00 To understand the audience's impact on literary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.01 recognize that literature responds to the needs of the audience.	The development of adolescent literature is one example of how literature develops and responds according to the needs of particular audiences. Societal changes also affect literary development.	comprehending	A. Have students read works by contemporary authors of adolescent literature. Have students list reasons they react well to the books.		
		comprehending	B. After Activity A, lead students in a discussion to help them see that adolescent literature responds to a particular audience.		
		applying	C. Have students list magazines or types of literature which have developed in response to a particular audience.		
		analyzing	D. Have students compare the development of literature to the development of television programming. How do the needs of the audience affect each?		

ACADEMIC COMPETENCIES:

-to recognize different purposes and methods of writing
-to read with understanding a range of literature
-to respond actively and imaginatively to literature

83

84

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Reading

GOAL: 9E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 9E1D6.00 To understand tthe audience's impact on literary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.02 read for practice and pleasure.	The skill of reading should not be limited to classroom use, but should extend into the everyday life of students. Reading should become a way of expanding and clarifying ideas as well as obtaining entertainment and information.	applying	A. Have students read material, both fictional and nonfictional, which would provide additional information about television programming (such as CENTENNIAL, SHOGUN, or ROOTS) which has spurred their interest.		
		applying	B. Allow students to read about and report on reading from books or magazines related to any topic of interest. For example, articles on fashion or motorcycles might be of interest.		
		evaluating	C. Have students evaluate works of popular fiction which they read for pleasure. Have them determine the purpose, message, and enduring value of each work.		
	ACADEMIC COMPETENCY:				
	-to vary one's reading speed and method				

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Handwriting

TERMINAL OBJECTIVE: 9E2E1.00 To understand the standards of legibility

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 recognize the importance of legibility.	Legible handwriting creates an impression on the reader and communicates thought clearly. Student legibility will improve if the students have a purpose for writing legibly. Good models of handwriting should be provided for students to use in trying to improve their own handwriting.	comprehending	A. Project, using an opaque projector or overhead, samples of handwriting for class analysis. Discuss the impressions given by a person's handwriting.		
		producing	B. Regularly display and/or reproduce copies of writing assignments from all students to encourage legibility.		
		producing, analyzing	C. Provide students with a variety of functional writing experiences (applications, forms, blanks) to be exchanged in small groups for analysis and discussion of the impression created by the handwriting.		

ACADEMIC COMPETENCY:

-to accept constructive criticism and learn from it

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @1.01 recognize the part of speech of a designated word in a sentence.	Definitions and usage of nouns, pronouns, adjectives, adverbs, verbs, prepositions, interjections, and conjunctions should be included.	demonstrating knowledge	A. Using chalkboard, transparencies, and worksheets or exercises, assist students in defining in sentences each part of speech and its function.		
		applying	B. Have students identify parts of speech in sentences from their own writing.		
		applying	C. Divide the class into small groups and have students compete between groups to find and label the most examples of a particular part of speech from a news article. Activity is timed.		
		applying	D. Using sentences from each student, prepare a handout sheet and have students identify the part of speech of designated words.		
		applying	E. Have students write newspaper headlines and label parts of speech of each word.		
		applying.	F. Show transparencies of actual news headlines, and have students label parts of speech, expand the headlines into complete sentences, and label again.		

89

90

ACADEMIC COMPETENCY:

-to recognize that English operates according to grammatical systems and patterns of usage

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @1.02 form plurals of nouns.	The plural form of most nouns is formed by adding "(e)s." Some nouns, such as "wife/wives" or "city/cities," change spelling before adding "-(e)s." Some nouns such as "mouse/mice," make an internal change to form the plural. Some nouns, such as "deer," do not change form in the plural. Consult reference works for more specific rules and exceptions.	demonstrating knowledge demonstrating knowledge	@A. Provide a noun and a choice of plural forms and have the student identify the correct form. B. Provide the singular noun form; have the students supply the correct plural form.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @1.03 identify correct forms of adjectives and adverbs.	Most adjectives form the comparative by adding "er" and the superlative by adding "est." Some adjectives, generally of more than one syllable, use "more" and "most." Adverbs are compared by using "more" and "most." Some adjectives and adverbs have irregular forms.	demonstrating knowledge applying	A. Give an adjective or adverb, and have the students supply the correct comparative and/or superlative form. @B. Give a sentence containing a blank and a choice of words. Have students choose the adjective which is in the correct form.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage

93

94

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F2.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.01 identify sentence parts.	Subject/verb; subject/verb/object (action); and subject/verb/complement (linking) should be included. Simple, compound, complex, and compound - complex sentences should be analyzed with emphasis on clauses and phrases and their functions in sentences. Whenever possible, use student writing as a basis for analysis.	applying	@A. Given a sentence, the student will identify the simple subject and verb.		
		applying	B. Give students columns of nouns, verbs, adjectives, and nouns for combining into sentences. Have them then label the sentence parts.		
		comprehending	C. Using paragraphs written by students, make transparencies and have students analyze sentences.		
		analyzing	D. Use sentence diagraming for analysis of sentences.		
		analyzing	E. Have students find or create sentences with which to challenge one another. The sentences may be diagramed or broken down into parts with the parts labeled.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F2.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.02 recognize the boundaries of a complete sentence.	Fragments are incomplete thoughts. Run-on sentences contain too many thoughts which are incorrectly or inappropriately joined together. The incorrect joining of clauses is sometimes referred to as a "comma splice."	applying	@A. Have students identify the complete sentence from among four choices.		
		applying	B. Give students a list of mixed sentences and fragments. Have students distinguish between the two. Have students correct the fragments.		
		applying	C. Use paragraphs written by students in the class or from other classes. Without identifying the writer(s), have the students work in small groups and examine the paragraphs for fragments and run-ons.		
		analyzing	D. Have students exchange paragraphs which they have written without punctuation, and punctuate the paragraphs.		
		applying	E. Have students punctuate poetry, such as Don Marquis's "Archy and Mehitabel" poems or poems by e.e. cummings.		

ACADEMIC COMPETENCY:

-to use the conventions of standard written English

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F3.00 To understand the elements of style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @3.01 use correct capitalization.	Standard rules of capitalization found in available text or reference material should be used. Emphasis should be placed on the pronoun "I", capitalization of family titles and titles of books, and the avoidance of the incorrect use of capitals for common nouns and in complimentary letter closings.	demonstrating knowledge	@A. Give a sentence and a choice of four words from the sentence, and have students identify the proper noun which should be capitalized.		
		applying	B. Provide students with paragraphs and/or complete letters containing no capitalization. Have students provide capitalization.		
		comprehending	C. Have students keep a record of their own capitalization errors for review before writing.		

ACADEMIC COMPENTENCY:

-to use the conventions of standard written English

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F3.00 To understand the elements of style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @3.02 use correct punctuation.	Use of the comma and the semicolon are to be emphasized. Standard rules of punctuation found in the adopted text are to be used. Students should learn to recognize errors in the use or omission of the comma, apostrophe, question mark, exclamation point, period, and quotation marks. Include the avoidance of using a comma after the last item in a series (as in "Mary, Tom, Jane, and Jim, went..."); the use of both initial and final quotation marks; the use of commas to set off parenthetical expressions; the use of commas to separate a series of predicates; and the use of commas in dates and addresses.	comprehending	@A. Give students a sentence containing phrases in a series and a choice of four places in the sentence and have them identify the place in the sentence where a comma should go to separate the phrases.		
		comprehending	@B. Give students four sentences (declarative, interrogative, imperative, or exclamatory) and have them choose the correctly punctuated sentence.		
		comprehending	@C. Give students a series of dates and addresses, and have them identify which ones are correctly punctuated.		
		comprehending	@D. Give students series of sentences and have them identify the one in which the quotations are correctly punctuated.		
		applying	E. Provide students with unpunctuated sentences. Have them provide punctuation.		
		analyzing	F. Have students analyze the punctuation of a paragraph from a literary selection.		
	ACADEMIC COMPETENCY: -to use the conventions of standard English	comprehending	G. Have students keep a record of their own punctuation errors for review before writing.		

101

102

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F4.00 To understand standard usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize the levels of language usage.	Standard English follows rules of good grammar, usage, and mechanics. It may be formal (used for serious occasions) or informal (used for everyday speech and writing). Non-standard English does not follow accepted rules. Special problems are presented by jargon (specialized language), slang, and "gobbledygook" (wordy and unclear language). "Dialect" refers to non-standard English used by a specific group of people.	comprehending	A. Play a record, such as Andy Griffith's "What It Was Was Football", containing nonstandard usage and discuss with students. Have the students re-write into standard usage.		
		applying	B. Have students identify nonstandard terminology in their own slang expressions. Compile a list and have students create a "dictionary" using correct dictionary form and definitions.		
		applying	C. Contrast the way people write in different situations (formal/informal). Have students write letters to 1) a prospective employer, 2) a teacher, 3) a good friend. Contrast the usage.		

ACADEMIC COMPETENCIES:

-to recognize that English continues to undergo change
-to recognize that English has several levels of usage
-to recognize that English has many dialects

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F4.00 To understand standard usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @4.02 demonstrate standard usage.	Problems in standard usage involve verb form and agreement, choice of noun form, double negatives and agreement between pronoun and antecedent. Errors also occur in the use of homonyms (words which sound alike, such as "too" and "to") and in the choice of the appropriate word, such as "lie/lay," and "imply/infer." Many of the activities suggested with this objective are designed to give students practice with the kinds of questions which appear on achievement and proficiency tests.	demonstrating knowledge	@A. Give students a sentence from which the verb has been omitted, and have them choose the correct form of an irregular verb.		
		demonstrating knowledge	@B. Give students a sentence from which a noun form has been omitted, and have them choose the correct form from nominative and possessive forms.		
		applying	C. Have students re-write paragraphs (student written or teacher provided) using standard construction.		
		demonstrating knowledge	@D. Give students a sentence from which a personal pronoun subject or object has been omitted, and have them select the correct form.		
		demonstrating knowledge	@E. Give students a sentence from which the possessive adjective has been omitted, and have them choose the correct form to agree with the antecedent.		

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F4.00 To understand standard usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @4.02 demonstrate standard usage. (continued)		demonstrating knowledge	@F. Give students a sentence from which the compared adjective has been omitted, and have them select the correct form.		
		demonstrating knowledge	@G. Give students a sentence from which the verb has been omitted, and have them select the correct form.		
		demonstrating knowledge	@H. Give students a series of words, and have them identify the correct possessive form.		
		demonstrating knowledge	@I. Give students a sentence from which the predicate has been omitted, and have them choose the correct verb form to agree with the subject in number.		
		demonstrating knowledge	@J. Give students a sentence with a compound subject from which the predicate has been omitted, and have them choose the correct verb form to agree with the subject.		

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 9E2F4.00 To understand standard usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @4.02 demonstrate standard usage. (continued)		demonstrating knowledge	K. Give students a sentence with a compound subject from which the predicate has been omitted, and have them choose the correct verb form to agree with the subject.		
		demonstrating knowledge	@L. Give students a sentence with an indefinite pronoun subject from which the predicate has been omitted, and have them choose the correct verb form to agree with the subject.		
		demonstrating knowledge	M. Have students complete exercises requiring them to choose between standard and non-standard usage or choose the correct word.		
		comprehending	N. Have students keep a notebook of their own usage problems for reference before writing assignments.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English has several levels of usage
-to recognize that English has many dialects

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Spelling

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 9E2G1.00 To understand the strategies that improve spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @1.01 know and apply rules for correct spelling.	Emphasize spelling of words with the prefixes in-, ad-, sub-, dis-, and the suffixes -ly, -ment, -th, -hood, and -able; words which have -ing, -ed, -es, -s forms; words containing often-confused vowel sounds; and words containing often-confused consonant sounds. Other prefixes which may appear on the Tennessee Proficiency Test are anti-, co-, con-, de-, ex-, extra-, fore-, hyper-, il-, im-, inter-, ir-, mal-, mid-, mis-, non-, over-, post-, pre-, semi-, sub-, super-, trans-, tri-, ultra-, and un-.	demonstrating knowledge	A. Have students create posters, cartoons, etc., illustrating spelling rules.		
		demonstrating knowledge	B. Have students choose the correct spelling in a given sentence from multiple choices.		
		comprehending	C. Have students keep a record of words they misspell for review before writing.		
		demonstrating knowledge	@D. Have students, given a set of words, identify misspelled words which reflect errors in applying structural or phonetic principles.		
		demonstrating knowledge	@E. Have students, given a set of words, identify misspelled words which contain missing or extra vowels or consonants.		

ACADEMIC COMPETENCY:

-to use the conventions of standard written English

111

112

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Spelling

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 9E2G1.00 To understand the strategies that improve spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 spell words from selected lists.	Lists should include special occupational or technical words and commonly misspelled words.	demonstrating knowledge	A. Give a pre-test before drilling words. Have students work on problem words and take a post-test.		
		applying	B. Have students use words in context sentences.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to develop and use general and specialized vocabularies

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 9E2G1.00 To understand the strategies that improve spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @1.03 alphabetize words correctly.	Alphabetizing words is the process of arranging words by the order of letters of the alphabet.	applying	A. Give students a list of words and have them alphabetize correctly to the fourth letter.		
		applying	B. As a get-acquainted activity, have students alphabetize the last names of classmates.		
@1.04 spell contractions correctly.	Contractions are combinations of words which use an apostrophe to replace the omitted letters (cannot = can't).	demonstrating knowledge	A. Give students pairs of words and have them supply the correctly spelled contraction.		
		demonstrating knowledge	B. Give students a choice of several contractions and have them identify the correctly spelled word.		

ACADEMIC COMPETENCY:

-to use the conventions of standard written English

115

116

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 9E2G2.00 To understand the importance of correct spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 recognize the importance of correct spelling in various settings.	Correct spelling is necessary for communicating clearly and for creating an impression of competence.	demonstrating knowledge	A. Discuss and study words from other content areas.		
		comprehending	B. Have students examine and analyze spelling in advertisements.		
		comprehending	C. Use professional people as resources to emphasize the importance of correct spelling in areas other than the academic setting.		

ACADEMIC COMPETENCIES:

-to recognize that English operates according to grammatical systems and patterns of usage
-to recognize that English has several levels of usage

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H1.00 To understand sentence patterns

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @1.01 write clear, concise sentences using a variety of constructions.	Sentence types include simple, compound, complex, and compound-complex sentences in declarative, interrogative, imperative and exclamatory forms.	applying	@A. Have students write descriptive paragraphs which include at least one complex sentence or one compound sentence and an introductory phrase.		
	Constructions include introductory phrases and clauses.	applying	B. Have students write descriptive paragraphs that contain three sentence patterns and a prepositional phrase.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to vary one's writing style for different readers and purposes

119

120

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 develop a topic.	Developing a topic involves narrowing a broad, general topic to a specific one. "Cities" is a broad topic. "The Parks of New York City" is a more specific one.	demonstrating knowledge	A. Using a transparency, show broad topics and related, more specific topics. Then provide general topics and have students supply more specific ones.		
		comprehending	B. Have each student select a broad topic of interest and generate at least one specific topic from it.		

ACADEMIC COMPETENCIES:

-to conceive ideas about a topic for the purpose of writing
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 write topic sentences.	The topic sentence states the unifying idea of the paragraph.	comprehending	A. Provide model paragraphs and have students underline the topic sentences.		
		comprehending	B. From several choices, the student will select the best topic sentence for a model paragraph which has no topic sentence.		
		applying	C. Give students a paragraph which needs a topic sentence and have each compose an original topic sentence.		
		synthesizing	D. Have students write paragraphs on chosen topics, exchange papers, and underline the topic sentence of each paragraph they read.		

ACADEMIC COMPETENCIES:

-to conceive ideas about a topic for the purpose of writing
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.03 arrange sentences to form logical paragraphs.	A logical paragraph builds in sequence, giving support to the topic sentence and using introductory phrases and clauses to create smooth transitions.	analyzing	@A. Have students put scrambled sentences in logical order.		
		synthesizing	B. Give students a topic sentence and have them give at least three supporting sentences forming a logical paragraph.		
2.04 write effective conclusions.	A conclusion brings closure to the thoughts of a paragraph.	applying	A. Provide model paragraphs and have students underline the conclusions.		
		comprehending	B. From several choices have students select the best concluding sentence for a model paragraph which has no conclusion.		
		synthesizing	C. Repeat Activity 9E2H2.02, D, or use the same paragraphs, and have students underline the conclusions.		

ACADEMIC COMPETENCIES:

-to organize, select, and relate ideas and to outline and develop them in coherent paragraphs
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.05 use a central idea and unifying elements.	A paragraph contains a central idea (thesis statement) and supporting ideas, unified by devices such as introductory clauses and transitional phrases.	synthesizing	A. Provide a central idea such as "Sports play an important role in American life." Have each student provide three ideas, details, or examples to support the central idea and write a paragraph incorporating these elements.		
		synthesizing	B. Have students provide each other with a main idea and supporting details, and write paragraphs based on the information they receive.		
		applying	C. Have students practice using transitional devices by doing sentence-combining activities. For example, give students a series of related simple sentences which they are to combine into one or more compound or complex sentences.		

ACADEMIC COMPETENCIES:

-to organize, select, and relate ideas and to outline and develop them in coherent paragraphs
-to recognize that writing is a process

127

128

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H3.00 To understand the elements of form and style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 write paragraphs using forms of discourse.	Forms of discourse at this level should include descriptive, narrative, expository (writing which uses facts to present ideas or information, as in directions, magazine articles, reports, etc.) and persuasive (writing which may resemble the three other kinds of writing, but which is intended to persuade readers).	comprehending	A. Provide models of chronological narration so that students can identify time sequence. Provide models of other methods of development for students to analyze as they learn to recognize different forms of discourse.		
		synthesizing	B. Have students read a report of an accident involving a teenage driver, then rewrite the incident from a different point of view (the driver, the driver's father, a passenger in the car, a bystander, a defense lawyer, etc.) by using the same or a different form of discourse.		
		synthesizing	C. Have each student imagine he/she and 40 others survive an air crash on a Pacific island. The student is the one who is successful in having the group rescued. Have each student, using chronological order, tell how the rescue takes place.		

ACADEMIC COMPETENCIES:

-to organize, select, and relate ideas and to outline and develop them in coherent paragraphs
-to write appropriately for different occasions, audiences, and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H4.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 follow the steps in the writing process.	The writing process includes prewriting (activities which stimulate thought), drafting, writing, editing, revising, and proofreading. When the teacher writes along with the students and participates in each step of the process, the students' perception of the value of the process will change. Peer revision groups and oral reading of papers are important to the process. Grading will become easier because the teacher will already be familiar with the students' work before final drafts are turned in.	demonstrating knowledge analyzing	A. The teacher should provide examples of the stages in the writing process and discuss with students. B. Have students participate in process writing activites. Give students three sheets of paper and these instructions: Sheet 1 -- Fold a paper airplane and test fly it. Sheet 2 -- Write directions to make the airplane. Sheet 3 -- Exchange papers with another student and follow those directions exactly. Do not supply missing steps. Stop if you do not understand. Discuss with the author any problems. Make revisions in your own writing. Conduct a group discussion on the value of written directions. Make sure materials needed, an overview statement, step-by-step directions, and any necessary diagrams are included.	L.A. 9E2H6 L.A. 9E312	

ACADEMIC COMPETENCY:

-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H4.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.02 write to develop fluency.	Fluency is the ability of the writer to use appropriate language and put thoughts on paper. Fluency is improved by daily writing in different subject areas without the threat of competition or being graded.	applying	A. Have students write as much as they can on a given topic in a limited period of time.		
		applying	B. Have students keep daily journals about classroom activities, as reactions to literature, as records of personal thoughts, activities, or reactions, or for any teacher designated purpose.		
		analyzing, applying	C. Have students read and analyze an author's work. Discuss factors which contribute to the author's fluency and have students evaluate their own fluency in light of these factors. Encourage students to apply ideas which emerge from the discussion in their own writing.		

ACADEMIC COMPETENCY:

-to write as a way of discovering and clarifying ideas

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H4.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.03 write for a specific audience.	The author's intended audience influences the nature of writing (diction and rhetoric). Authors will use different mood, tone, vocabulary, and often purpose when writing for different audiences.	synthesizing	A. Have students select a real or imagined event, such as a football game or a traffic accident, and write about the event twice, each time to a different audience.		
		synthesizing	B. Have students write a particular person or group to persuade them to do something unusual.		
4.04 write for a specific purpose.	Purpose is the underlying guide to the language and style of writing and should be determined early in the writing process. Purposes include writing to inform, to explain, to comfort, to record, to persuade, to complain, to entertain, etc.	demonstrating knowledge	A. Have students brainstorm lists of purposes for writing and find examples.		
		analyzing, applying	B. Provide students with various models, especially from media and literature they are reading. Have them identify the purpose of each and rewrite for a different purpose.		
		synthesizing	C. Have students write about a particular topic several times with a different purpose each time. For example, letters to imaginary parents who have lost their son in war could inform, explain, or comfort.		

ACADEMIC COMPETENCIES:

-to vary one's writing style for different readers and purposes
-to write appropriately for different occasions, audiences, and purposes

136

135

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H4.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.05 develop personal style through creative writing.	Creative writing at this level should include anecdote, fable, myth, tall tale, journal, poetry, and dialog. Personal style includes word choice, tone, and other factors which reflect the personality of the writer.	synthesizing	A. Provide students with models of writing (such as cinquain, limerick, or haiku) and let them produce their own examples.		
		synthesizing	B. Provide opportunities for analyzing and producing various forms of expressive writing such as billboards, T.V. commercials, horoscopes, nursery rhymes, bedtime stories, record covers, tongue twisters, etc.		
		synthesizing	C. Make collections of creative writing of various types done by students for class members to compile as a magazine or bulletin board display.		
			D. See activities, Instructional Objective 9E2H4.02.		

ACADEMIC COMPETENCIES:

-to vary one's writing style for different readers and purposes
-to write appropriately for different occasions, audiences, and purposes
-to write as a way of discovering and clarifying ideas

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H5.00 To understand functional writing for personal purposes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @5.01 demonstrate the ability to write social and business letters.	Standard forms for social and business letters, envelopes, and titles of address as contained in adopted texts should be used.	demonstrating knowledge	A. Using a transparency/handout, demonstrate the form of a social letter and envelope.		
		demonstrating knowledge	@B. Have students select the correct arrangement of the parts of a friendly letter or business letter and envelope.		
		applying	C. Have students write thank you notes for gifts or to a speaker who has visited the class.		
		applying	D. Have students write letters requesting catalogs, direct mail items, or information about tickets to sports events.		

ACADEMIC COMPETENCIES:

-to vary one's writing style for different readers and purposes
-to write appropriately for different occasions, audiences, and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H5.00 To understand functional writing for personal purposes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.02 demonstrate the ability to complete forms and applications.	Practical writing skills are needed to complete forms, applications, and agreements for such things as discount coupons, credit cards, banking procedures, payment on loans, change of address, and social security.	comprehending applying	A. Provide students with a variety of models and actual forms to complete. Use transparencies to model correct procedures. B. Contact local businesses for sample forms and have students use them for practice.		

ACADEMIC COMPETENCIES:

-to vary one's writing style for different readers and purposes
-to write appropriately for different occasions, audiences, and purposes

141

142

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H6.00 To understand revision and proofreading

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.01 give and receive constructive criticism.	The responses of groups of peers help students clarify their ideas and purposes and eliminate mechanical errors which block reader comprehension. Students gain a better understanding of the writing process by responding to the writing of others.	applying	A. Conduct whole-class response sessions by using an opaque projector or making a transparency of student work without identifying the student. Teachers need to demonstrate specific, constructive suggestions so that students will learn how to respond appropriately to each other's work.		
		applying	B. Have students complete response sheets or forms based on others' writing.		
		applying	C. Have students form small response groups to share work during the process of writing. Teachers should role-play the group process at first.	L.A. 9E2H4	

ACADEMIC COMPETENCIES:

-to accept constructive criticism and learn from it
-to vary one's use of spoken language to suit different situations

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Writing

GOAL: 9E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 9E2H6.00 To understand revision and proofreading

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @6.02 proofread to avoid errors in mechanics and spelling.	A final check of written work for correctness in mechanics is important to good writing. The ability to recognize errors or the absence of errors is a skill tested on standardized tests. A checklist of common errors should be developed and used.	applying	A. Have students' proofread each other's papers in small groups.		
		applying	@B. Provide examples with errors for correction as a drill.		
		demonstrating knowledge	C. Provide students with written standards for editing and help them develop an editing checklist.		
		comprehending	D. Have students keep a notebook of their own errors, with corrections, to consult before writing.		
6.03 revise for improvement in written expression.	The revision process involves re-thinking a piece of writing many times during the writing process considering such points as unity, development, order, clarity, emphasis, and word choice.	applying	A. Have small groups evaluate each other's papers with a checklist containing such items as "unity" and "clarity."		
		applying	B. Have students revise their work after having papers read by peers.		

ACADEMIC COMPETENCY:

-to improve one's own writing by restructuring, correcting errors, and rewriting

145

146

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 9E3I1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 recognize relationships.	Skill in recognizing and analyzing relationships, including the relationship of parts to the whole and to each other, can be applied in composition and analysis of literature. The recognition of analogous relationships, both visual and verbal, is integral to this process.	comprehending	A. Provide students with sample visual analogies for practice. Have them create their own.		
		analyzing	B. Have students complete a variety of word puzzles.		
		analyzing	C. Have students select words from a list which do not fit with the others.		
		analyzing	D. Have students identify the type of relationship an analogy signals.		

ACADEMIC COMPETENCY:

-to recognize and use inductive and deductive reasoning.

147

148

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 9E3I1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 recognize denotations and connotations of words.	The denotation of a word is its precise meaning. The connotation is the emotional overtone, positive, negative or neutral, which the word carries. In order to use words effectively, a writer must know the precise meaning of a word.	analyzing	A. Provide students with sentences containing blanks and sets of words from which to choose to complete the sentences. Have students use the context to determine the precise meaning needed. Example: "Whenever she _____, she seemed truly _____." (spoke, sorry; erred, repentant; smoked, studious)		
		applying	B. Have students change the impact of sentences by changing one word to another similar word which has a different connotation. Example: "She is my friend." -- "She is my crony."		

ACADEMIC COMPETENCY:

-to recognize that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 9E311.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 identify fallacies in reasoning.	Fallacies in reasoning include , but are not limited to, circular reasoning (trying to prove a statement by repeating it in other words); cause-effect fallacy (assuming a second event was caused by the first because it followed the first); either-or fallacy (claiming only two alternatives when there are others); overgeneralization (making a statement too broad); rationalization (justifying an action by a believable reason which is not the real reason); and bandwagon (saying an idea is right because others believe it). Identifying fallacies in reasoning and related persuasive techniques and propaganda devices is essential in order for students to recognize slanted writing, reporting, and advertising. This skill is a more sophisticated form of the basic skill of separating fact from opinion, and it has been included in the curriculum since grade seven.	analyzing comprehending analyzing	A. Provide students with simple statements which contain faulty reasoning and have them decide which fallacy is illustrated. B. Have students create their own examples of fallacies in reasoning. C. Have students find examples of faulty reasoning in advertising, in the media, and in everyday life. ACADEMIC COMPETENCY: -to recognize fallacies in reasoning		

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 9E3I3.00 To understand methods of inquiry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 ask questions to obtain information.	Questions based on the "who? what? when? where? why? and how?" method will elicit desired information. Emphasis should be placed on the ability to restate or reformulate questions when necessary to elucidate the initial response. Interpretive questioning (why? how? what are the implications?) reaches higher levels of thinking.	applying	A. Have students analyze the action of a literary selection by formulating questions, particularly interpretive questions.		
		comprehending	B. Have students identify the "who? what? when? where? why? and how?" in the lead paragraph in a news story.		
		applying	C. Have students formulate questions in preparation for an interview.	L.A. 9E3K2	
		analyzing	D. Have students observe or listen to an interview and formulate other questions to clarify information which was stated during the discussion.		

ACADEMIC COMPETENCY:

-to answer and ask questions coherently and concisely

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 9E3J1.00 To understand the characteristics of effective listening/viewing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 develop characteristics of effective listening/viewing.	Effective listening/viewing requires that the listener/viewer be ready to receive a message, focus attention, have a purpose, listen for main ideas and supporting details, and provide feedback. Emphasize that listening/viewing is a purposeful behavior.	applying	A. Have students determine the purpose of each message they receive (persuasion, information, entertainment, etc.) while watching television for a specified period of time.		
		comprehending	B. Have students analyze circumstances which affect their understanding and enjoyment of a listening/viewing situation.		
		comprehending	C. Give dictation sentences for students to write. The sentences may be from literary selections, or they may contain vocabulary words being studied. Have students compare their listening behavior during this activity to the way they listen during other activities.		
		comprehending	D. Have students recognize the importance of feedback to the speaker by role-playing a presentation to a person who makes no response and to a person who smiles, frowns, nods or in some way lets the speaker know whether his message is being understood.		

ACADEMIC COMPETENCY:

-to identify and comprehend the main and subordinate ideas in lectures and discussions

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 9E3J2.00 To understand the role of listening/viewing in deriving information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 follow spoken directions.	Remembering explicit information involves concentrating on each detail, visualizing the instructions step by step, repeating instructions to clarify, asking questions about doubtful points, and, if necessary, taking notes.	comprehending	A. Speaking at a normal rate, call out six numbers, words, or nonsense syllables. Ask students to repeat, call out the fourth or third, etc.		
		comprehending	B. Call out elements for students to draw, then have them compare their products. (Example: Draw a straight line; draw a small circle on top of the line, etc.)		
		comprehending	C. Call out arithmetic problems such as "30 - 10 - 5 x 9 + 6 =" for students to solve.		
	ACADEMIC COMPETENCY: -to follow spoken directions				

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 9E3J2.00 To understand the role of listening/viewing in deriving information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 use memory devices.	Short term memory can be improved by the application, visualization, and arrangement of items in a mental picture, word association, and mnemonic devices. These devices help students remember information from orally presented materials for purposes such as taking knotes or answering explicit quesetions. They include rhyme, acronym, and silly sentences.	comprehending	A. Have students create alliterative phrases with their names and take turns repeating their own names and all the names which came before, such as "Darling Debbie" and "Fun-time Fred." This is a good ice-breaking activity at the beginning of the school year. The point of the activity is to sharpen student ability to memorize material and to use memory devices.		
		applying	B. Have students practice memory devices in connection with assignments such as taking notes on a lecture or a film for class discussion.		

ACADEMIC COMPETENCY:

-to identify and formulate problems and to propose and evaluate ways to solve them

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creating expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 9E3J2.00 To understand the role of listing/viewing in deriving information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.03 recall explicitly stated meaning and detail from dictated materials.	Selective listening is useful in obtaining explicit meaning and detail. Students should consider how much they already know about a topic in order to be able to concentrate on new information. They should learn to tune out competing messages. The main idea of a message should be near the beginning. The student should identify the main idea, listen for points which explain or support it, and take notes. Always tell students the purpose (for what information they are to listen) in a listening activity.	comprehending	A. Have students listen carefully to a brief character description or account of someone's behavior during an incident, then have students list everything explicitly told about the person.		
		comprehending	B. In conjunction with a lesson in reading or literature, construct a simple crossword puzzle or bingo game of characters or words from the selection for students to solve. Give all clues and directions orally.		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in lectures and discussions

-to report accurately what others have said

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 9E3J3.00 To understand the role of listening/viewing in processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 draw conclusions and make inferences based on oral material.	The objective of the speaker may be to persuade, to entertain, to sell, to inform, to inspire, etc. The listener should be alert for misleading devices such as opinion rather than fact, sweeping generalizations, half-truths, misleading comparisons, personal attacks, and faulty cause-effect statements. See Instructional Objective 9E3I1.03.	analyzing	A. Have several different students give individual oral reports of the same event. For example, a report of a sporting event may be given by a cheerleader, an observer, a team member, and a band member. Have the listeners take notes and then compare the similarities and differences.		
		analyzing	B. Have students compare various oral messages such as televisions commercials, songs, lectures, sermons, and speeches, and have them determine the speaker's purpose.		

ACADEMIC COMPETENCIES:

-to recognize the intention of a speaker
-to be aware of the techniques a speaker is using
-to evaluate presentations by others

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 9E3J4.00 To understand the role of listening/viewing in expanding vocabulary and appreciating literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize the effect of rhythmic patterns in oral material.	The rhythm of a passage affects mood. Rhythm and intonation affect the listener's understanding and enjoyment.	comprehending	A. Have students listen to a variety of musical selections with different tempos (march, Latin, rock, waltz). Have students describe their reactions to certain rhythms and lead them in a discussion of how rhythm helps establish mood.		
		comprehending	B. Have several students read the same passage of poetry aloud, then discuss the variations in intonation (stress, pause, juncture, and inflection). Have students describe how the intonation of the speaker affects their understanding and enjoyment.		
		comprehending	C. Have students analyze the rhythmic patterns and use of repetition and refrain in slogans and jingles on radio and television. Which ones are most effective and why?		

ACADEMIC COMPETENCY:

-to be aware of the techniques a speaker is using

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expressions

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 9E3J4.00 To understand the role of listening/viewing in expanding vocabulary and appreciating literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.02 derive word meaning from oral and visual context.	The context of new words and oral and visual clues such as tone and nonverbal communication provide help in understanding words. Even slight changes in inflections, gestures, movement, or volume may influence the meaning of a message. See Content, Instructional Objective 9E1A2.02 for a listing of context clues.	comprehending	A. Have students create an imaginary product with a nonsense name and give an oral advertisement for the product. Have the listeners determine what the product is by clues from the ad.		
		comprehending	B. Read students Lewis Carroll's "Jabberwocky," and have them determine the meanings of selected words in it.		

ACADEMIC COMPETENCIES:

-to be aware of the techniques a speaker is using
-to recognize that English words gatehr meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 9E3K1.00 To understand the elements of effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 identify elements of effective oral communication.	Effective speaking involves nonverbal communication (dress and grooming, eye contact, poise and posture, and gestures and facial expressions) and verbal communication (volume, articulation, pace, pitch, and pauses). Speaking distinctly involves the following rules: - Do not drop first syllables. ("did you," not "joo") - Do not drop final consonants. ("going," not "goin") - Do not slur over consonant sounds. ("interesting," not "inneresting") -Do not drop syllables from the middle of words. ("probably," not "probly" or "prolly") - Do.not substitute one consonant for another ("water," not "wader") - Do not mumble vowels ("independent," not "induhpundunt")	evaluating analyzing comprehending	A. If possible, play a videotape of a television talk show, news documentary, or political speech, and have the students evaluate the various speakers using a checklist of the items listed in Content. B. Invite effective speakers to class to speak on a relevant topic. Then have students discuss the reasons for each speaker's effectiveness. C. Have students keep a chart on a wall poster or chalkboard of the expressions they hear each day which violate one of the rules of speaking distinctly.		

ACADEMIC COMPETENCIES:

-to evaluate presentations by others
-to engage in discussion as both speaker and listener

169

170

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 9E3K1.00 To understand the elements of oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 use note cards as delivery aids.	Note cards can be an aid to the delivery of oral reports. They should be brief, orderly, understood at a glance, and easy to handle.	observing	A. Discuss with students the use of note cards in oral reports and demonstrate by using note cards during the presentation.		
		analyzing, applying	B. Have students give book or movie reviews using note cards, especially for pertinent quotations.		
		applying	C. Work with other teachers across the curriculum in providing opportunities for students to use note cards while giving oral reports.		

ACADEMIC COMPETENCIES:

-to present ideas clearly in Standard English
-to vary one's use of spoken language to suit different situations

LANGUAGE ARTS - SECONDARY

COURSE: English I

SUBJECT AREA: Thinking and Expression

GOAL: 9E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 9E3K2.00 To understand the dynamics of personal interaction

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 experience various forms of interaction.	Forms of interaction include, but are not limited to, interview, storytelling,discussion, and presentation. Interaction is improved when there is a positive attitude conveyed both verbally and nonverbally.	comprehending	A. Discuss with students the techniques used in telling a story to a group of small children. Elicit student participation by having them relate how stories were told to them. Emphasize such things as repetition, concrete detail, and dialogue. Have members of the class prepare and relate a story to a small group of children outside of class time and evaluate the success of their own presentation during a class discussion.		
		applying	B. Have students plan and conduct an interview in preparation for a writing assignment.		
		applying, synthesizing	C. Have students conduct a discussion on a topic of school interest such as fund-raising activities or on a problem presented in a literary text. Have them follow the following sequence during the discussion: - Define the problem - Identify standards for a solution everyone can accept. - Analyze the problem. - Suggest and evaluate possible solutions. - Select the best solution. - Select ways for carrying out the solution.		

ACADEMIC COMPETENCIES:

-to engage critically and constructively in the exchange of ideas
-to vary one's use of spoken language to suit different situations
-to contribute to classroom discussions
-to present an opinion persuasively

Suggestions for Additions to or Revisions of the
Tennessee Language Arts Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Terminal Objective	/ /	Number: _____
Instructional Objective	/ /	Number: _____
Activity	/ /	Number: _____

5. SUGGESTION: _____

_____

_____

_____

_____

_____

6. Name of person submitting suggestion: _____

Place of employment: _____

Employed as: _____

Address: _____

_____

Please return this form to: LANGUAGE ARTS CONSULTANT
214 Cordell Hull Building
Nashville, TN 37219